



# **New Hello!**

**English preparation notebook** 2nd year prep- 1st Term 2021 - 2022



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# English preparation notebook Personal information

Teachers name: Year: 2021 - 2022

Adress: classes:

School: Mobile:

Date of birth: Email:

#### First year prep

3rd	6th 7th	4th 5th	8th
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# **Ministry of Education ELT Counsellor's office**

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#### توزيع منهج اللغة الانجليزية للصف الثاني الاعدادي ٢٠٢١ – ٢٠٢١ First term

New Hello! English for Preparatory Schools Year One (SB + WB)
Unit 1+ 2
Units 3 + Review A + Unit 4
Units 5 + 6+ Review B
General Revision

#### **Second term**

New Hello! English for Preparatory Schools Year One (SB + WB)
Unit 7
Unit 8 + 9 + Review C + unit 10
Unit 11 + Unit 12 + Review D
Unit 7

#### Objectives of Teaching English as a Foreign Language in the Preparatory Stage

- <u>1.a</u>: To acquire and develop the four language skills interactively.
- <u>1.b</u>: To help the students communicate in English within the limited scope of the number of hours allocated to the course.
- <u>1.c</u>: Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

#### \* Specific Aims:

- <u>2.a</u>: To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.
- <u>2.b</u>: To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

#### \* The Four Skills:

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time.

#### 3.a: Listening:

- Distinguishing sounds and words.
- Understanding a limited range of vocabulary items.
- Understanding simple sentences, questions, instructions and directions and responding to them.

- Understanding a wider range of vocabulary.
- Understanding different forms of questions.
- Identifying topics of situational dialogues.

#### 3.b: Speaking:

- Producing words and sentences.
- Producing short utterances.
- Taking part in simple dialogues.
- Producing questions and answers.
- Re-telling a story.
- Making simple requests.
- Telling a story or dramatizing it as a play.

#### 3.c: Reading:

- Identifying a range of vocabulary items.
- Responding appropriately to simple sentences and short paragraphs.
- Scanning and skimming texts for information.
- Answering questions on a text.

#### 3.d: Writing:

- Completing and constructing simple sentences.
- Writing a letter following instructions.
- Writing a paragraph by answering questions or any other kind of guidance.



Lesson (1) SB Pages (2 and 3) WB page 72

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	Intonnot	parents	-Discussion	What do you do every school day?	Teacher's preparation	
• To use glossaries or	-Internet	make breakfast text	-Inductive	Presentation:  1- Read about Mariam. How does she get	book	15 m
beginning dictionaries,	-Student's book	School day	-Study circles	to school? 1- Direct students to the photos of Mariam on		
both print and digital,	-Workbook	always	Problem solving	pages 2 and 3 of the Student's Book.	Otrodente'	
to determine or clarify the precise meaning of	-Teacher's guide	usually often	-Brainstorming	2- Elicit that a daily routine is the activities that people do every day and the times when	Students' note	
key words and	-Library	sometimes	-Co- operative	they do them. Students can check the meaning of routine in the Glossary.	books	
phrases.  • To determine the	-Library	never Structures:	-learning	2- Read about Mariam again. Are these	Student's'	
main idea of a text and	-Board	The present simple	-Discovery	sentences true (T) or false (F)? Correct the false sentences.	activity	15 m
explain how it is	-Cassette	tense	-Role playing	- Read the statements 1-5 with the class, asking a different student to read each one.	books	
supported by key details i.e.	-Flash cards	- Mariam doesn't get	-Individual	3- Read and complete.		
Summarize the text	riasir caras	up at 7 a.m.	-Peer learning	- Ask students to read the short text and the example.		
• To follow agreed		- Do her parents make	-Work groups	4- Answer the questions. 5- Write two true sentences and one false		
upon rules for discussion up to this		dinner?	-Team teaching	sentence about your daily routine.		
age e.g. Listening to			-Pair work	WB 1- Complete the sentences with these words.		
others with care, speaking one at a time about the topics.				2- Make sentences or questions, 3- Complete these sentences Assessment: Oral questions: -Written Exercises.		5 m

Home Assignment:WB page 72

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Lesson (2) SB Pages (4 and 5) WB page 73

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	blog block of flats	-Discussion	How many people are in your family? <u>Presentation:</u>	Teacher's preparation	5 m
• To use their knowledge of sight-	-Student's book	interview best friend	-Inductive -Study circles	1- Look quickly at the blog. How does Sherifa help at home? Elicit or remind students what a blog is. Ask	book	15 m
words, letter patterns, sounds and	-Workbook	free time	Problem solving	them how often they read blogs and what they read about on blogs.	Students'	
clues from surrounding text to	-Teacher's guide -Library		-Brainstorming -Co- operative	<ul><li>2- Read the blog again and answer the questions.</li><li>- Ask students to read the questions and try</li></ul>	note books	
read words and use some word	-Board	Structures: The present simple - When do you get up?	-learning -Discovery	to remember the answers.  3- Work in pairs. Discuss.  4- Complete the questions.	Student's'	
identification strategies with	-Cassette	- Do you like to study?	-Role playing	6- Match the questions a-e to the answers 1-5. 7- Work in pairs.	activity books	15 m
growing confidence.  • To determine the	-Flash cards	Life skills: Self-management:	-Individual -Peer learning	WB 1- Answer the questions.		
main idea of a text.  • To ask and answer		managing time and routine.	-Work groups	2- Match to make questions. 3-Now answer the questions in Exercise 2 about yourself.		
questions to demonstrate			-Team teaching -Pair work	4- Write a paragraph about what you and your family usually do in the holidays.  Assessment:		
understanding of a text.				Oral questions: Written Exercises:		
						5 m

Home Assignment:WB page 73

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (3) SB Pages (6 and 7) WB page 74

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	borrow	-Discussion	How do you get to school?  Presentation:	Teacher's preparation	15m
• To use their		knife	-Inductive	1- Read the profile quickly. Which of the	book	
knowledge of sight-	-Student's book	tap	-Study circles	three questions is Shahana answering? - Tell students they are going to read a		
words, letter	-Workbook	watermelon	Problem solving	profile (a short description) about the daily	04	
patterns, sounds and clues from	-Teacher's guide	Structures:	-Brainstorming	life of a student called Shahana from India.  2- Read the article again and choose the	Students' note	
surrounding text.	-Library	-Can I borrow it this	-Co- operative	<ul><li>correct answers.</li><li>Tell students to read the sentences and try</li></ul>	books	15m
m 1 '	,	evening?	-learning	to answer correctly	Ctudontia!	13111
• To use glossaries or	-Board	evening:	-Discovery	3- Read the answers about Shahana. What are the questions?	Student's' activity	
beginning dictionaries,	-Cassette	-Shall I play it too?	-Role playing	4- Answer the questions. 5- Write about your daily routine. What do	books	
both print and	-Flash cards		-Individual	you do every day? 6- Read the conversation and answer the		
digital.			-Peer learning	questions.		
• To ask and answer			-Work groups	7- Complete the text message with can, shall or have got.		
questions to			-Team teaching	WB 1- Complete the sentences		
demonstrate understanding of a			-Pair work	2- Match to make questions. 3- Choose the correct word. Then role-		5m
text.				play the dialogue. Assessment:		3111
				Oral questions Written Exercises		

Home Assignment:WB page 74

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (4) SB Page (8) WB page 75

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
<ul><li>students will be able to:</li><li>To recognise some</li></ul>	-Internet	adventure attractive	-Discussion	Do you like reading stories?  Presentation:	Teacher's preparation	
synonyms, homonyms, antonyms, prefixes,	-Student's book	prison railway	-Inductive -Study circles	1-Work in pairs. Look at the pictures and discuss the questions. 1-Tell students that the three pictures each	book	15m
suffixes and root	-Workbook	,	-Problem solving	show important scenes from the book The	Ot and a set of	
words. • To use glossaries or	-Teacher's guide		-Brainstorming	Railway Children. 2-Put students into pairs.	Students' note books	
beginning dictionaries, both print and digital,	-Library		-Co- operative	2- Read the story and put these pictures in the correct order.  -Tell students that they are now going to	DOOKS	
to determine or clarify the precise meaning of	-Board		-learning -Discovery	read a summary of The Railway Children story.	Student's' activity	
key words and	-Cassette		-Role playing	3- Read the story again and match to make	books	15m
phrases. • To use context as a clue to the meaning	-Flash cards		-Individual -Peer learning	<ul> <li>sentences.</li> <li>4- Look at the words in bold in the story.</li> <li>Match the words and the definitions.</li> <li>5-Ask and answer the questions in pairs.</li> </ul>		13111
of a word or phrase.			-Work groups	WB		
<ul> <li>To determine the main idea of a text.</li> <li>To ask and answer questions.</li> </ul>			-Team teaching -Pair work	1- Complete the sentences 2- Match to make questions. 3- Choose the correct word. Then role-play the dialogue. Assessment:		
questions.				Oral questions Written Exercises		5m

Home Assignment: WB Page (75)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Lesson (5) SB Page (9) WB page 76

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		armchair	-Discussion	Do you remember the story from the last lesson?	Teacher's	
	-Internet	basin	Lordonathora	Presentation: 1 Work in pairs. Look at the pictures and	preparation book	45
• To complete	-Student's book	bookshelf	-Inductive	ask and answer the questions.	BOOK	15m
various types of	-Student's book	chest of drawers	-Study circles	- This exercise requires students to use their		
listening	-Workbook	curtains	-Problem solving	critical thinking skills to identify the time		
comprehension		cupboard	1	period a bedroom could be from and give	Students'	
tasks.	-Teacher's guide	cushions	-Brainstorming	their opinions about two bedrooms.  2 Label the pictures with the words in the	note	
• To follow agreed		lamp	-Co- operative	box.	books	
upon rules for	-Library	mirror	-learning	- Direct students to the word box. Ask them		
discussion up	-Board			to study the pictures again and identify the	Student's'	
<b>-</b>	-Board		-Discovery	furniture they can see	activity	
to this age.	-Cassette		-Role playing	3- Listen to two descriptions. Which room is each person describing?	books	15m
• To answer simple			-Individual	4- Listen again and answer the questions.		13111
questions and	-Flash cards			WB		
respond to simple			-Peer learning	1- Complete the crossword.		
statements in an			-Work groups	2- Listen and complete the description of		
interview			Toom tooching	the bedroom.  3- 3 Write about 90 words describing your		
			-Team teaching	bedroom.		
			-Pair work	Assessment:		
				Oral questions		
				Written Exercises		
						5m

Home Assignment:. WB Page ( 76 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 6 ) SB Page ( 10 ) WB page 77

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
• To ask and answer	-Internet	nature reserve penfriend	-Discussion	Do you have a penfriend?  Presentation:	Teacher's preparation	
questions to	-Student's book	perimena	-Inductive	1-Read the email. Why does Judy want a penfriend?	book	15m
demonstrate	-Student's book		-Study circles	2- Read Judy's email again. Match the		
understanding of a text.  • To plan, write and	-Workbook		Problem solving	<ul><li>paragraphs 1-3 with the topics a-c.</li><li>Tell students they are going to read the</li></ul>	Students'	
sequence texts.	-Teacher's guide	Structures:	-Brainstorming	email again and this time they are going to identify the topic of each paragraph.	note books	
<ul> <li>Follow agreed upon</li> </ul>	121	- I have a lamp on a	-Co- operative	3-Read the email again and answer the	DOOKS	
rules for discussion	-Library	bookshelf.	-learning	questions.		
up to this age.	-Board	- I have a wardrobe.	-Discovery	- Tell students they are going to read the email again and this time they are going to	Student's' activity	
• To answer simple questions and respond	-Cassette		-Role playing	find specific information in it  4- Write your own email to a new	books	15m
to simple statements in	-Flash cards		-Individual	penfriend. 5- Ask and answer the questions in pairs.		
an interview.	-i iasii cai as		-Peer learning	WB		
• To describe and compare feelings,			-Work groups	1- Copy and punctuate the email to a penfriend in your notebook. Use capital		
people, places, actions,			-Team teaching	letters. 2- Put this email to a penfriend in the		
objects and events			-Pair work	correct order.		
establishing relationships.				3- Write a reply to the email above in your		
Totationships.				notebook. Assessment:		
				Oral questions		5m
				Written Exercises		וווכ

Home Assignment:WB page 77

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (7) SB Page (11) WB page 76

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	No	-Discussion	Describe your bedroom.	Teacher's preparation	
review and practise	-internet	new	-Inductive	Presentation: 1-Complete the emails with the correct	book	15m
the vocabulary and	-Student's book	vocabulary	-Study circles	form of the verbs in brackets In this exercise, students review the		
structures of the unit	-Workbook		Problem solving	positive, negative and question forms of the		
			-Brainstorming	present simple <b>2- Write questions. Then write the</b>	Students' note	
	-Teacher's guide	Structures:	-Co- operative	answers.	books	
	-Library		-learning	1- Direct students' attention to the example question and answer.		
	-Board			2- Students write the questions and answers	Student's'	
			-Discovery	and then compare in pairs  3-Complete the text with words from the	activity books	15m
	-Cassette	No	-Role playing	picture.		
	-Flash cards	new	-Individual	- In this exercise, students review vocabulary for furniture		
		Structures	-Peer learning	WB		
			-Work groups	1-Take turns to describe these things to your partner. Your partner guesses the		
			-Team teaching	object. 2- Look at a typical school day for Dalia		
			-Pair work	and write about her routine.		
				3- Complete these questions with a question word.		
				Assessment: Oral questions		5m
				Written Exercises		SIII

Home Assignment: WB page 76

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher \_\_\_\_\_\_

Director

**Supervisor** 

Lesson (1) SB Pages (12 and 13) WB page 79

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	food stall	-Discussion	How are you felling now?  Presentation:	Teacher's preparation	
• To read a range of		park patient	-Inductive	1-Read about some people in the photos.	book	15 m
high-frequency words	-Student's book	ward	-Study circles	What are their jobs?  1- Ask the students to close their books and		
and CVC words.	-Workbook	wave	Problem solving	call out the jobs from page 12	01 1 1 1	
• To read and respond to short explanatory	-Teacher's guide	Structures:	-Brainstorming	2-Then ask them to open their books and read the first description	Students' note	
texts with support, to			-Co- operative	<ul><li>2- Ask and answer the questions in pairs.</li><li>- Ask students to discuss the question in</li></ul>	books	
recall information	-Library	- I'm looking after	-learning	pairs.		
from experiences or	-Board	patients at a hospital.	-Discovery	3- Read the article again and answer the questions.	Student's' activity	15 m
gather information from provided sources	-Cassette		-Role playing	4- Think of two friends or two people in your family. What are they doing at the	books	
to answer a question.	-Flash cards		-Individual	moment? Tell your partner. WB		
• To take notes from			-Peer learning	1- Match to make jobs.		
short listening texts (Workbook).			-Work groups	2- Listen to four people doing the jobs in Exercise1.Write their jobs.		
<u>'</u>			-Team teaching	3- Match to make sentences.		
• To plan and write a text (Workbook).			-Pair work	4-Complete the sentences with the correct form of the verb in brackets.  Assessment:		
				Oral questions. Written Exercises.		5 m

Home Assignment:WB page 79

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson ( 2 ) SB Pages ( 14 and 15 ) WB page 80

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	art club artist	-Discussion	What are you doing now?  Presentation:	Teacher's preparation	5 m
• To skim grade- appropriate text to get the	-Student's book	calligraphy sign language	-Inductive -Study circles	1- Read about what Ziad, Injy and Aya do at the weekend. Choose two sentences from a-d to complete each text.	book	15 m
general idea.  • To read a range of high-	-Workbook		Problem solving	<b>2- Choose the correct answer.</b> - Elicit what the students remember about	Students'	
frequency words and	-Teacher's guide		-Brainstorming	Ziad, Injy and Aya from Exercise 1.	note	
CVC words, and read	-Library		-Co- operative	<ul><li>3- Ask and answer the questions in pairs.</li><li>- Draw students' attention to the first</li></ul>	books	
short, simple sentences	,	Structures:	-learning	question. Then point to the speech bubble and read it aloud	Student's'	
• To read and listen for	-Board		-Discovery	4-Listen to three people talking about	activity	
<ul><li>specific information.</li><li>To read and respond to</li></ul>	-Cassette	- At the moment, I'm learning a new skill.	-Role playing	learning new skills and put the photos in the correct order.	books	15 m
short explanatory texts	-Flash cards		-Individual	5- Listen again and answer the questions.		
• To gather information			-Peer learning	6-Complete the sentences with correct form of the verbs in brackets.		
from provided sources			-Work groups	WB		
to answer a question.  • To write an			-Team teaching	1- Complete the sentences with these words.		
informative/explanatory			-Pair work	2- Complete the sentences with the correct form of these verbs.		
text				3- Complete the sentences. 4- Write about the person in this photo.		
				Assessment:		5 m
				Oral questions: Written Exercises:		

Home Assignment:WB page 80

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Lesson ( 3 ) SB Pages ( 16 and 17 ) WB page 79

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	crowded	-Discussion	Did you go on a school trip before?  Presentation:	Teacher's preparation	15m
• To complete various types of listening	-Student's book	skin	-Inductive	1-Work in pairs. What can you see in the photos?	book	
comprehension tasks	-Workbook	sharp guest	-Study circlesProblem solving	-Ask students to look at the photos and say what they can see (someone at an airport, a		
based on audio-visual information given in	-Teacher's guide	treat	-Brainstorming	couple on their wedding day, a smiling baby, people sitting on some rocks)	Students'	
pictures. • To use context to	-Library	Structures	-Co- operative	2- Listen to the descriptions and put the photos in the correct order.	books	15m
confirm or self-correct	-Board	Structures:	-learning	-Play the recording for the students to listen and order the photos, as in the example	Student's'	15111
word recognition and understanding,	-Cassette	<ul> <li>We're sitting on the rocks</li> </ul>	-Discovery -Role playing	3-Listen again and complete the sentences with adverbs from the box.	activity books	
rereading as necessary.  • To read and respond	-Flash cards		-Individual	4- Complete the sentences with the correct form of the adjectives in brackets.		
to short explanatory	-riasii cai us		-Peer learning	5- Listen and read to complete the description of the photo with the expressions in the box		
texts. • To write			-Work groups	6. Work in pairs WB		
informative/explanatory texts in which they			-Team teaching -Pair work	1- Choose the correct words. 2- Complete the sentences with the		
introduce a topic.			Tull WOIR	correct form of the word in brackets.  3- Write the opposites of the words.		5m
				Assessment: Oral questions Written Exercises		

Home Assignment:WB page 79

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 4 ) SB Page ( 18 ) WB page 82

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	alone desert	-Discussion	What do you know about Al Azhar Park?  Presentation:	Teacher's preparation	
• To skim grade- appropriate text to get	-Student's book	grateful teenager	-Inductive -Study circles	<ul> <li>1- Ask and answer the questions in pairs.</li> <li>- Ask the students to look at question 1 and the photos. Explain that they should describe</li> </ul>	book	15m
the general idea.  • To read and respond	-Workbook	· ·	-Problem solving	them in pairs. Then ask what they think links the photos (things people do in their free	Students'	
to short explanatory	-Teacher's guide	Structures: -Talia is in the middle	-Brainstorming -Co- operative	time/to make them feel happy).  2- Read and complete the article with the	note books	
texts. • To follow agreed	-Library	of the picture.	-learning	correct headings a-e Ask the students to look at the title	Student's'	
upon rules for discussion up	-Board		-Discovery	and predict what it might be about.  2 Students then read the text quickly to	activity books	
to this age.	-Cassette		-Role playing -Individual	check their ideas.  3- Ask and answer the questions in	DOOKS	15m
• To express and ask for opinion in a limited way.	-Flash cards		-Peer learning	groups. WB 1-Read the definitions and find the words		
• To write a simple narrative.			-Work groups -Team teaching	in the word search. 2- Read the email to a magazine and its		
• To complete various types of listening			-Pair work	reply. 3- Write an email in your notebook . Assessment:		
comprehension.				Oral questions Written Exercises		5m

Home Assignment: WB Page (82)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 5 ) SB Page ( 19 ) WB page 83

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	shame well done	-Discussion	Do you play football?  Presentation:	Teacher's preparation	
• To identify gist and main idea(s) in short	-Student's book	greetings	-Inductive -Study circles	1- Listen to four short conversations and put the photos in the correct order.	book	15m
listening texts (both informative and	-Workbook	Structures	-Problem solving	- Ask the students to look at the photos and say what they can see.  2-Complete the expressions.	Students'	
literary texts).	-Teacher's guide	Structures: - I'm sitting under a tree	-Brainstorming	3- Which of the expressions in Exercise 2 are used to respond to good news and	note books	
• To react to a listening text, giving opinion.	-Library	and hungrily eating my lunch.	-Co- operative -learning	which are used to respond to bad news? 4- Work in pairs. Take turns to be A and B.	BOOKS	
• To ask and answer questions about key	-Board		-Discovery	_Ask the students to read the instructions and each write down one good piece of news and	Student's' activity	
details in a familiar text presented through	-Cassette		-Role playing	one bad piece of news.  WB	books	15m
different media . • To follow agreed upon	-Flash cards		-Individual -Peer learning	1- Reorder the words to make 3 expressions. 2- Match to make expressions for		
rules for discussion up			-Work groups	responding to news.  3- Now complete the dialogue with the		
to this age. • To express facts,			-Team teaching	expressions from Exercise 2. 4- Write the conversation below.		
points of view, hopes and aspirations.			-Pair work	Assessment: Oral questions		
				Written Exercises		_
						5m

Home Assignment:. WB Page (83)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 6 ) SB Page ( 20 ) WB page 84

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	guess pass	-Discussion	What do you know about football?  Presentation:	Teacher's preparation	
<ul> <li>To ask and answer</li> </ul>		prepare	-Inductive	1- Read Injy's email to her friend Salma	book	15m
such questions as	-Student's book	prepare	-Study circles	<ul><li>and answer the questions.</li><li>Ask the students to skim read the text and</li></ul>		
who, what, where,	-Workbook		Problem solving	say what it is about. Remind them that they	Ctudonto'	
when, why, and how.  • To plan texts orally.	-Teacher's guide	Structures:	-Brainstorming	know Injy is planning to go to Amman from the Lesson 1 task	Students'	
• To write a simple	-Library	- My parents say I can	-Co- operative	2- Complete the phrases below with the words in the box.	books	
narrative: recount an	-Library	go on a school trip.	-learning	1- Brainstorm ways to start and end an email		
event or short sequence	-Board		-Discovery	and write them on the board  2- Then ask the students to look at the useful	Student's' activity	
of events, include details to describe	-Cassette		-Role playing	phrases and the words in the box .  3- Write an email to a friend in your	books	15m
actions, thoughts, and	-Flash cards		-Individual	notebook. Use these ideas.		
feelings, use sequencing words, and provide a	-riasii cai us		-Peer learning	- Tell the students that they are going to write an email to a friend.		
sense of closure.			-Work groups	WB		
			-Team teaching	1- Read and punctuate. 2- Read the email from Tamer to Tarek.		
			-Pair work	3- Write Tarek's reply to Tamer in your notebook.		
				Assessment:		
				Oral questions		
				Written Exercises		5m

Home Assignment:WB page 84

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (7) SB Page (21) WB page 85

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:  • review and practise	-Internet	No new	-Discussion	What does a nurse do?  Presentation:	Teacher's preparation	
the vocabulary and	-Student's book	vocabulary	-Inductive	1-Ask students to look at the words and the	book	15m
structures of the unit			-Study circles	example.		
	-Workbook		Problem solving	2-Students then complete the exercise and check their answers with a partner.	Students'	
	-Teacher's guide	Structuros	-Brainstorming	2- Choose the correct words.  - Ask students to look at the example and	note books	
	-Library	Structures:	-Co- operative	explain that they have to choose the correct	DOONG	
	-Board		-learning	words in each sentence.  3-Work in pairs. Take turns to describe the	Student's'	
			-Discovery	photos using adverbs from the box. 4- Write a reply to Huda's email. Write	activity books	15m
	-Cassette	No	-Role playing -Individual	about 90 words.		
	-Flash cards	new	-Peer learning	1- Circle the correct words. 2- What do these people usually do? What		
		Structures	-Work groups	are they doing now?		
			-Team teaching	3-Tick the correct description of the photo.		
			-Pair work	4- Now write a description of the other photo.		
				Assessment: Oral questions		
				Written Exercises		
						5m

Home Assignment: WB page 83

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (1) SB Pages (22 and 23) WB page 86

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	attack heart	-Discussion	What do you know about Magdy Yacoub?  Presentation:	Teacher's preparation	
• To scan the unit for	-Student's book	hero	-Inductive	1- What do you know about the people in the photos on page 22?	book	15 m
specific information.		nuclear	-Study circles	- Focus attention back on the photos on page		
• To identify gist and	-Workbook	shark princess	Problem solving	22. Point to each one in turn and elicit what students know about each one.	Students'	
main ideas in a short	-Teacher's guide	Structures:	-Brainstorming	2- Listen to someone talking about the	note	
listening text.	-Library	<u></u>	-Co- operative	people in the photos. Check your answers to Exercise 1.	books	
• To write a paragraph	-Libi ai y	- She was born in	-learning	3- Complete these sentences from Exercise 2 with the correct past time	Student's'	
about what makes a	-Board	1917.	-Discovery	expression. Then listen again and check	activity	15 m
hero.	-Cassette		-Role playing	<u>your answers.</u> <u>4- Complete the sentences with your own</u>	books	
	-Flash cards		-Individual	answers. 5- Look for the verbs in Exercises 3 and 4.		
	114511 541 45		-Peer learning	Write them in the correct column. 6- Work with a partner.		
			-Work groups	WB		
			-Team teaching	1- Complete the sentences with these words.		
			-Pair work	2- Circle the correct words. 3- Choose the correct year.		
				4 Write a paragraph.		
				Assessment: Oral questions:		5 m
				Written Exercises:		

Home Assignment:WB page 86

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher Senior teacher

**Supervisor** 

**Director** 

Lesson ( 2 ) SB Pages ( 24 and 25 ) WB page 87

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	Final Senior	-Discussion	Do you like playing handball?  Presentation:	Teacher's preparation	5 m
• To make predictions	-Student's book	junior	-Inductive	1- Do you know the team in the photo?	book	15 m
about a text.	-Student's book	world cup	-Study circles	Which sport do you think these players do?		13 111
• To scan a text for specific information	-Workbook	competition	Problem solving	- Point to the photo of the sports team and ask What do you think the text is about?	Students'	
• To use context as a	-Teacher's guide		-Brainstorming	2-Read the article and check your	note	
clue to the meaning	_		-Co- operative	answers to Exercise 1 3- Look at the words in bold in the text.	books	
<ul><li>of a word or phrase.</li><li>To listen for specific</li></ul>	-Library	Structures:	-learning	Match the words and the definitions. 4-Read the article again. Are these		
information	-Board	- They won the handball	-Discovery	sentences true (T) or false (F)?	Student's' activity	
• To answer simple questions and respond	-Cassette	Africa Cup of nations.	-Role playing	5- Listen and complete. 6- Reorder the words to make past simple questions.	books	15 m
to simple statements in	-Flash cards		-Individual	7- Work with a partner. Ask and answer		
an interview.	Trasii caras		-Peer learning	the questions in Exercise 6. WB		
			-Work groups	1-Complete the text with these words.		
			-Team teaching	2- Circle the correct –ed ending. 3 Complete the sentences.		
			-Pair work	4- Use these words to make questions. Assessment:		
				Oral questions:		
				Written Exercises:		5 m
						J 111

Home Assignment:WB page 87

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (3) SB Pages (26 and 27) WB page 88

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	charity	-Discussion	Do you live in a city or in the countryside?  Presentation:	Teacher's preparation	15m
• To describe and	-Student's book	countryside earthquake	-Inductive	1- Work in pairs. Discuss your family history.	book	
compare people,		natural disaster	-Study circles	2- Complete the sentences with a word		
places and events.	-Workbook		Problem solving	from the box. Use a dictionary if necessary.	Students'	
• To identify gist and main ideas in a short	-Teacher's guide	Structures:	-Brainstorming	3- Listen to Yasser talking about his family history and answer the questions.	note books	
listening text.	1.th.un.un.		-Co- operative	4- Listen again. Complete the sentences.	books	
• To gather	-Library	• I didn't use to know	-learning	5 Work in pairs. Who are you proud of? Why?		15m
information from	-Board	very much about my family history.	-Discovery	6- When Yasser was researching his	Student's' activity	
provided sources to answer questions.	-Cassette	, ,	-Role playing	<u>family history, he found out some other</u> <u>interesting information. Complete the</u> sentences with used to or didn't use to.	books	
• To write an	-Flash cards		-Individual	7- Work in pairs and make sentences. 8- Complete these questions.		
informative text.			-Peer learning	9- Ask and answer the questions.		
			-Work groups	10- Write a short paragraph. WB		
			-Team teaching	1- Complete the sentences with these		
			-Pair work	words. 2- Read about Magdy Yacoub.		
				3- Reorder the words to make questions. Assessment:		5m
				Oral questions		
				Written Exercises		

Home Assignment:WB page 88

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson ( 4 ) SB Page ( 28 ) WB page 89</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	blood	-Discussion	Did Ancient Egyptians use to have doctors? <b>Presentation:</b>	Teacher's preparation	
• To use their	-Student's book	bone breathe	-Inductive	1- Work in pairs. Match the parts of the body to their functions.	book	15m
knowledge of sight-		burn	-Study circles	- Point to the picture in the top, right-hand		
words, letter patterns, sounds and	-Workbook		-Problem solving	corner of the page and ask students if they know what these are in English.	Students'	
clues from	-Teacher's guide	Structures:	-Brainstorming	2- Read the article. Which parts of the	note	
surrounding text.	-Library	-How long does it	-Co- operative	body did Ancient Egyptian doctors understand some things about?	books	
• To ask and answer	-Library	take to travel from London to Suez?	-learning	3- Read the article again. Are these sentences true (T) or false (F)?	Student's'	
questions to demonstrate	-Board		-Discovery	Ask students to read the article again and	activity	
understanding of a	-Cassette		-Role playing	decide if the sentences are true or false.  4- Ask and answer the questions in pairs.	books	15m
text.	-Flash cards		-Individual	- Read the example with the class, and remind students of how to use used to/didn't		
• To write a simple narrative: recount an	-i iasii carus		-Peer learning	use to from Lesson 3.		
event or sequence of			-Work groups	WB 1- Complete the table with the words in		
events.			-Team teaching	the box.		
			-Pair work	2- Complete the sentences. 3- Complete the text with these verbs.		
				4- Read the article again and answer the		
				questions. Assessment:		F
				Oral questions		5m
				Written Exercises		

Home Assignment: WB Page ( 89 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (5 ) SB Page (29 ) WB page 90

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	brave	-Discussion	What does a hero mean?  Presentation:	Teacher's preparation	
• To identify gist and		society	-Inductive	1- Listen to two young people having a	book	15m
main ideas in a short	-Student's book	street cleaner rubbish collector	-Study circles	class discussion. Tick{/) the correct topic.  2- Listen to the conversation again.		
listening text.	-Workbook		-Problem solving	Complete the expressions with words	0, 1, 1,	
• Take notes from	-Teacher's guide		-Brainstorming	from the box Read the words in the box with the	Students' note	
<ul><li>short listening texts.</li><li>To ask questions to</li></ul>	-Library	Structures:	-Co- operative	class, then focus attention on the conversation on the page.	books	
clear up any	-Libial y	- Her life used to be difficult	-learning	3- Ask and answer the questions below in		
confusion about the	-Board	difficult	-Discovery	pairsRead the questions with the class and check	Student's' activity	
topics and texts under discussion.	-Cassette		-Role playing	understanding. 4- Work in pairs. Complete and then role-	books	15m
• To gather	-Flash cards		-Individual	play the dialogue.		
information from			-Peer learning	1- Read and correct the underlined words.		
provided sources			-Work groups	2- Now complete this dialogue using the correct expressions from Exercise 1.		
to answer a question.			-Team teaching	3- Write a paragraph about rubbish collectors, who do a useful job for		
			-Pair work	society. Assessment:		
				Oral questions		
				Written Exercises		5m

Home Assignment:. WB Page ( 90 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson ( 6 ) SB Page ( 30 ) WB page 91</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	captain heroic	-Discussion	What does your mother do?  Presentation:	Teacher's preparation	
• To ask and answer questions to	-Student's book	manager	-Inductive -Study circles	1-Read the article. Who is the writer's hero? Why?	book	15m
demonstrate	-Workbook		Problem solving	class discussion. Tick{/) the correct topic. Point to the photo in the top, right-hand corner	Students'	
understanding of a text, referring	-Teacher's guide		-Brainstorming	of the page and explain that this is someone's hero.	note books	
explicitly to the text as the basis	-Library	Structures: - When she was	-Co- operative -learning	<ul><li>2-Read the article again and answer the questions.</li><li>1- Go through the questions with the class</li></ul>		
for the answers.  • To write an opinion	-Board	young, she used to study very hard.	-Discovery	and check understanding.	Student's' activity	4-
piece.	-Cassette		-Role playing	2- Ask students to read the article again and answer the questions individually, then	books	15m
<ul><li>To state an opinion.</li><li>To supply reasons</li></ul>	-Flash cards		-Individual -Peer learning	compare answers in pairs.  3- Write three paragraphs about your		
that support the opinion.			-Work groups	hero Demonstrate the activity by telling the		
ориноп.			-Team teaching	students about your hero.		
			-Pair work	WB 1- Circle the correct words.		
				2-Read the email and write the sentences. 3- Read the email again.		
				Assessment: Oral questions Written Exercises		5m

Home Assignment:WB page 91

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (7) SB Page (31) WB page 92</u>

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:  review and practise	-Internet	No new	-Discussion	When did your parents use to live when they were young?	Teacher's preparation	
the vocabulary and		vocabulary	-Inductive	Presentation:	book	15m
structures of the unit	-Student's book	vocabolal,	-Study circles	1-Use the clues and find the words in the word search.		
	-Workbook		Problem solving	Read the example with the class, then ask students to find the rest of the words in the	Students'	
	-Teacher's guide		-Brainstorming	word search.	note	
		Structures:	-Co- operative	2- Complete the sentences using the past simple of the verbs in brackets or the	books	
	-Library		-learning	<u>correct form of used to.</u> 3-Write four sentences about yourself	Student's'	
	-Board		-Discovery	using used to / didn't use to.  1-Read the example with the class, then ask	activity	15m
	-Cassette		-Role playing	students to write their sentences.	books	15
	-Flash cards	No	-Individual	2- Go round and offer help with ideas where necessary.		
	riasir caras	new	-Peer learning	4-Work in pairs. Read your sentences		
		Structures	-Work groups	from Exercise 3. Ask your partner for more information.		
			-Team teaching	WB 1- Read and match.		
			-Pair work	2- Match to make sentences. 3- Choose the correct answer.		
				4- Answer the questions about you and		
				your family.		
				Assessment: Oral questions		5m
				Written Exercises		

Home Assignment: WB page 92

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor

Director

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#### Review A

Lesson (1) SB Pages (32)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	No	-Discussion	What do you know about your family history?	Teacher's preparation	
<ul> <li>To take notes from</li> </ul>		new vocabulary	-Inductive	Presentation:	book	15 m
short listening texts.	-Student's book	Structures:	-Study circles	1- Complete the questions with the correct question word.		
• To complete various	-Workbook		Problem solving	Before students open their books, elicit the	Otrodantal	
types of listening comprehension tasks	-Teacher's guide	- I'm doing a school	-Brainstorming	question words in English and write them on the board.	Students' note	
based on audio-visual	-	project about our family history.	-Co- operative	2- Listen to Dalia talking to her father. Check your answers to Exercise 1.	books	
information given in	-Library	junity mistory.	-learning	- Ask the students to listen and check their		
<ul><li>To follow agreed</li></ul>	-Board		-Discovery	answers. You can play the recording more than once if necessary.	Student's' activity	15 m
upon rules for	-Cassette		-Role playing	3- Listen again and complete the answers	books	15111
discussion up			-Individual	to the questions in Exercise 1. 4- Work in pairs.		
to this age.  • To explain orally	-Flash cards		-Peer learning	- Elicit words for bedroom furniture and		
verbal and non-verbal			-Work groups	prepositions of place. You could put these on the board.		
age appropriate texts.			-Team teaching	Assessment: Oral questions:		
			-Pair work	Written Exercises:		
						5 m

Home Assignment:SB page 32

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



#### Review A

Lesson (2) SB Pages (33) WB pages 93 and 94

Day	Date	Period	Class

Objectives To	eaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson -D	Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	nternet	No new	-Discussion	What do you know about Antarctica?  Presentation:	Teacher's preparation	5 m
• To skim grade-		vocabulary	-Inductive	1- Read the interview with a scientist in	book	
appropriate text to get -S	Student's book	vocabolary	-Study circles	Antarctica and choose the correct words.  2- Read the text again and match the		15 m
the general idea. • To read and respond	Workbook		Problem solving	questions 1-3 to the answers a-c.  3- Work in pairs. Would you like to live in	Students'	
	Гeacher's guide		-Brainstorming	Antarctica? Why/Why not?	note	
texts.	_	Structures:	-Co- operative	4- Use the words to make questions. Then ask and answer the questions in	books	
10 ask and answer	Library	- We are walking	-learning	pairs. 5- Write a reply to this email from a		
questions in order to seek help, get -B	Board	through an attractive park on a school trip.	-Discovery	penfriend in Canada. WB	Student's' activity	
<ul><li>information.</li><li>To plan texts orally;</li></ul>	Cassette		-Role playing	1- Listen and label the picture with the	books	15 m
1 1	Flash cards		-Individual	correct names. 2 Complete the sentences with the correct		
texts with other			-Peer learning	form of the words in brackets.  3- Match the news with the correct		
children; read and talk			-Work groups	expressions.		
about their writing			-Team teaching	4- Make sentences about Samir's week. 5. Now complete the chart.		
• To write informative/explanatory			-Pair work	6- Complete the table. 7- Write a paragraph.		
texts in which they				Assessment:		
introduce a topic.				Oral questions: Written Exercises:		5 m

Home Assignment: WB pages 93 and 94

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (1) SB Pages (34 and 35) WB page 94

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	arch castle	-Discussion	Did you visit a special place before?  Presentation:	Teacher's preparation	
• To identify gist and	-Student's book	sailing	-Inductive	1- Work in pairs. What do you think these words mean? Find them in the photos on	book	15 m
main idea(s) in short		culture	-Study circles	page 34.		
listening texts.	-Workbook	mosque	Problem solving	- Put students into pairs and direct them to	Students'	
• To take notes from short listening texts.	-Teacher's guide	ruins <u>Structures:</u>	-Brainstorming	the words in the box  2- Listen to the teacher. What is she	note	
<ul> <li>To follow agreed</li> </ul>	125		-Co- operative	telling the class about?  3- Listen again and complete the table.	books	
upon rules for	-Library	- You must all wear a	-learning	4- Complete the rules with must or	01 1 11	
discussion up	-Board	hat.	-Discovery	mustn't Check students understand the word touch	Student's' activity	15 m
to this age e.g. Listening to others	-Cassette		-Role playing	by acting out touching something.  5- Work in pairs. Think of another place.	books	13111
with care, speaking one	-Flash cards		-Individual	Say the rules. WB		
at a time about the			-Peer learning	1- Choose the correct words.		
topics and texts under discussion.			-Work groups	2 Answer the questions using words from Exercise 1.		
discussion.			-Team teaching	3- Complete the text with must or mustn't. 4-Write the rules for the place you		
			-Pair work	discussed in the Student's Book page 35,		
				Exercise 5. Assessment:		
				Oral questions:		5 m
				Written Exercises:		

Home Assignment:WB page 94

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson ( 2 ) SB Pages ( 36 and 37 ) WB page 96

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	amazing ancient	-Discussion	What do you know about Jerash?  Presentation:	Teacher's preparation	5 m
• To use context as a clue to		awesome	-Inductive	1- Read the reviews and answer the	book	
the meaning of a word or	-Student's book	race	-Study circles	questions. Tell students that they are going to read the		15 m
<ul><li> To ask and answer</li></ul>	-Workbook	protect	Problem solving	online reviews of three historic places.  2- Look at the photos. What do you think	Students'	
questions to demonstrate	-Teacher's guide		-Brainstorming	people did in Jerash 2,000 years ago?  3- Read about Jerash and match the	note	
understanding of a text.  • To write	-Library		-Co- operative	photos A-D to the paragraphs 1-4.	books	
informative/explanatory	•		-learning	4- Read the text again and answer the questions.	Student's'	
texts.	-Board	Structures:	-Discovery	5- Work in pairs. Tell your partner about a historic place you visited. You can use	activity	
• To follow agreed upon rules for discussion up	-Cassette	- I visited Abydos last	-Role playing	some of these adjectives. WB	books	15 m
to this age.	-Flash cards	week with my cousin.	-Individual	1- Complete the crossword. 2- Write these numbers as words.		
			-Peer learning	3- Complete the review with words or		
			-Work groups	numbers from Exercises 1 and 2.  4-Find out about another historic place		
			-Team teaching	and write a paragraph describing it in		
			-Pair work	your notebook. Answer these questions. Assessment:		
				Oral questions:		
				Written Exercises:		
						5 m

Home Assignment:WB page 96

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 3 ) SB Pages ( 38 and 39 ) WB page 97

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	bowl	-Discussion	Have you visited any museums before?  Presentation:	Teacher's preparation	15m
• To use glossaries or beginning dictionaries,	-Student's book	coin	-Inductive	1- Look at the information below. Where is it from?	book	
both print and digital.	-Workbook	figure papyrus	-Study circlesProblem solving	- Tell students that they are going to look at some information about a museum.		
• To use context as a clue to the meaning	-Teacher's guide		-Brainstorming	2- Work in pairs and have a role-play.  Take turns to be A and B.	Students'	
<ul><li>of a word or phrase.</li><li>To notice format,</li></ul>	-Library	Structures:	-Co- operative	3- Listen to Ahmed's talk about a museum visit. What did he leave at the museum? 4- Listen again and complete the	books	15m
appearance and typographic	-Board	<ul> <li>We enjoyed ourselves when we</li> </ul>	-learning -Discovery	sentences Tell students that all the missing words are	Student's' activity	
features in order to	-Cassette	went sailing.	-Role playing	verbs. <u>5- Work in pairs. Take turns to complete</u> the sentences.	books	
identify the type of text.	-Flash cards		-Individual	- Put students into pairs to complete the		
• To identify gist and main idea(s) in short			-Peer learning -Work groups	exercise.  WB  1- Read and match the words with their		
listening texts			-Team teaching	meanings. 2- Put the dialogue in the correct order.		
• To complete various types of listening			-Pair work	3- Listen and check your answers. 4- Complete the sentences with the correct form.		5m
comprehension tasks.				Assessment: Oral questions Written Exercises		

Home Assignment:WB page 97

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson (4) SB Page (40) WB page 98

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	chemical design	-Discussion	What do you know about Ancient Egyptians?  Presentation:	Teacher's preparation	
• To use glossaries or beginning dictionaries,	-Student's book	insect mix	-Inductive -Study circles	1- Read about objects in Ancient Egypt. Why did people draw squares on the	book	15m
both print and digital.  • To plan, write and	-Workbook		-Problem solving	floor? - Before students read the article, you could ask them to say any objects used in	Students'	
sequence texts.	-Teacher's guide	Structures:	-Brainstorming	Ancient Egypt that they know.	note books	
• To complete various types of	-Library	- The Ancient Egyptians used pots	-Co- operative -learning	2- Read the text again and correct the mistakes in these sentences.		
listening comprehension tasks	-Board	and bowls for making food.	-Discovery	- Tell students that there is one mistake in every sentence. You could also help weaker	Student's' activity	
based on audio-visual	-Cassette		-Role playing	students by telling them that the mistake is always at or near the end of each sentence.	books	15m
information given in pictures, short stories	-Flash cards		-Individual	3- Read the text again and complete the table.		
and descriptions.			-Peer learning -Work groups	4- Ask and answer the questions in the text in pairs.  WB		
• To follow agreed upon rules for			-Team teaching	1- Choose the correct word. 2 Match to make sentences about Ancient		
discussion up			-Pair work	Egyptians. 3- Listen and match.		
to this age.				4- Write a description. Assessment: Oral questions Written Exercises		5m

Home Assignment: WB Page ( 98 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (5) SB Page (41) WB page 99</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	agree damage	-Discussion	Why do you think tourism important?  Presentation:	Teacher's preparation	
• To use context as a clue to the meaning	-Student's book	debate tourism	-Inductive -Study circles	1- Listen to Amira and Hana having a class debate. Who thinks tourism is good for historic places? Who thinks it is bad?	book	15m
of a word or phrase.  • To plan, write and	-Workbook	loonsiii	-Problem solving	2- Listen again and complete the conversation with these phrases	Students'	
sequence texts; read and talk about their	-Teacher's guide		-Brainstorming	3- Read the conversation again and complete the table. Can you add your own	note books	
writing with the	-Library	Structures: - While we were visiting	-Co- operative -learning	ideas? - Tell students that they are now going to		
teacher to check it makes sense and	-Board	the beach last month, we decided to it was a great place to build a	-Discovery	focus on the reasons why tourism is good and bad for historic places.	Student's' activity	
begin to make	-Cassette	new hotel.	-Role playing	<ul><li>4- Work in pairs. Discuss.</li><li>- Put students into pairs and give them</li></ul>	books	15m
suggestions to improve it.	-Flash cards		-Individual -Peer learning	two or three minutes to prepare for the debate.		
•To identify gist and main idea(s) in short			-Work groups	1- Read and choose the correct answer.		
listening texts.  •To take notes from			-Team teaching	2- Read the email. 3- Read the conversation. 4- Listen to check your answers.		
short listening texts.  •To react to a listening			-Pair work	5- Write a paragraph Assessment:		
text, giving opinion.				Oral questions Written Exercises		5m

Home Assignment:. WB Page ( 99 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

**Teacher** Senior teacher



Supervisor

Director

Lesson ( 6 ) SB Page ( 42 ) WB page 100

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	century needle	-Discussion	What w about the stone circles?  Presentation:	Teacher's preparation	
• To determine the	Ct. double be als	report	-Inductive	1- Read the report and look at the photos.	book	15m
main idea of a text.	-Student's book	ruler	-Study circles	Where are the stone circles and what do you think they can tell us?		
• To ask and answer questions to	-Workbook		Problem solving	2- Read the report again and answer the questions.	Students'	
demonstrate	-Teacher's guide		-Brainstorming	- Tell students they are going to read the	note	
understanding of a	-Library		-Co- operative	report again to find specific information in it.	books	
text.	,	Structures:	-learning	3- Write a report of the place you researched in lesson 1	Ct d a at'al	
• To plan, write and	-Board	- The British made a special ship for the	-Discovery	1- Direct students to the instruction and	Student's' activity	
sequence texts; read and talk about their	-Cassette	stone in 1877.	-Role playing	elicit the task from a strong student. 2- Direct students to the Writing tip and	books	15m
writing with the	-Flash cards		-Individual	read it out loud in class.  WB		
teacher to check it			-Peer learning	1- Read the report and match the parts 1-4 with the headings a-d.		
makes sense and			-Work groups	2- Read the report again and answer the		
begin to make suggestions to			-Team teaching	<ul><li><u>questions.</u></li><li><u>3- Discuss the question in groups.</u></li></ul>		
improve it.			-Pair work	4- Write a report. Assessment:		
				Oral questions		
				Written Exercises		
						5m

Home Assignment:WB page 100

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (7) SB Page (43) WB page 101</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
<ul><li>students will be able to:</li><li>review and practise</li></ul>	-Internet	No new	-Discussion	What do you remember Ancient Egypt in the unit?	Teacher's preparation	
the vocabulary and	-Student's book	vocabulary	-Inductive	Presentation:	book	15m
structures of the unit	-Student's book		-Study circles	1- Match the objects with the photos. 1- In this exercise, students review		
• To read and write	-Workbook		Problem solving	vocabulary for historic and cultural objects.	Students'	
a report	-Teacher's guide		-Brainstorming	2- Direct students to the instruction and ask them to look at the photos carefully.	note	
(Workbook).		Structures:	-Co- operative	2- Rewrite these rules for visiting a	books	
	-Library		-learning	castle using must or mustn't. 3- Play a game. Choose two numbers	<b>.</b>	
	-Board		-Discovery	between one and six and make	Student's' activity	
	-Cassette		-Role playing	sentences with As/While.	books	15m
		No	-Individual	1- Complete the table with the words		
	-Flash cards	new	-Peer learning	in the box. 2- What do you think these signs		
		Structures	-Work groups	mean?		
			-Team teaching	3- Match to make sentences. 4- Complete the story in one or two		
			-Pair work	paragraphs.		
			-i ali work	Assessment: Oral questions		
				Written Exercises		
						5m

Home Assignment: WB page 101

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



#### Unit 5 "Helping you, helping me"

Lesson (1) SB Pages (44 and 45) WB page 102

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	clothes	-Discussion	How do you help around your house?  Presentation:	Teacher's preparation	. –
• To read a range of	-Student's book	rules	-Inductive	1- Listen to four teenagers doing the jobs on	book	15 m
high-frequency words		rubbish	-Study circles	page 44. 2- Listen again and circle the correct		
and CVC words.	-Workbook	stairs	Problem solving	answer.	Students'	
• With support, to recall information	-Teacher's guide	tidy lucky	-Brainstorming	- Ask the students what they remember about each <b>person in Exercise 1.</b>	note books	
from experiences or	-Library	messy	-Co- operative	3-Choose the correct answer. 4- Complete the sentences with the	DOORS	
gather information	-Libial y	full	-learning	correct form of have to.		
from provided sources to answer a question.	-Board	Structures:	-Discovery	5- Make questions with have to. Then ask and answer the questions in pairs.	Student's' activity	15 m
• To read and respond	-Cassette	- Hala has to put	-Role playing	- Elicit the question and answer forms of	books	
to short explanatory	-Flash cards	away her clothes once a week.	-Individual	have to. Then ask two students to read out the speech bubbles.		
texts.	-i lasii calus	once a week.	-Peer learning	WB 1- Choose the correct answer		
• To identify gist and			-Work groups	2- Match to make sentences.		
main idea(s) in short listening texts.			-Team teaching	3- Complete the text with the correct form of have to.		
instelling texts.			-Pair work	4- Write five sentences about your school's		
				Assessment: Oral questions: -Written Exercises.		5 m

Home Assignment: WB page 102

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson ( 2 ) SB Pages ( 46 and 47 ) WB page 103

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:	Teacher's	5 m
students will be able to:	-Internet	acts practise	-Discussion	Why should we all be kind?  Presentation:	preparation	5 m
• To follow agreed	-Student's book	stranger	-Inductive	1- Work in pairs. What is happening in each photo? What problem does each	book	15 m
upon rules for discussion up	Markhaak	surprised thief	-Study circles	person have? 2- Listen to two people talking about the		
to this age.	-Workbook	iiilei	Problem solving	photos. Do they have the same ideas as you?	Students'	
• To complete various types of listening	-Teacher's guide		-Brainstorming -Co- operative	3- Match to make sentences. Listen again	note books	
comprehension tasks	-Library	Structures:	-learning	to check your answers. 4- Work in pairs.		
based on audio-visual information.	-Board	- We should ask the shopkeeper to look	-Discovery	5- Read the article. What happens on Random Acts of Kindness Day? 6- Look at the words in bold in the article.	Student's' activity	
• To read a range of high-frequency words	-Cassette	after it.	-Role playing	7- Read the article again. 8- Ask and answer the questions in pairs.	books	15 m
and CVC words, and	-Flash cards		-Individual	WB		
read short, simple sentences.			-Peer learning	2- Match to make sentences.		
• To read for specific			-Work groups	3- Answer the questions. 4- Read the advertisement and write		
information.			-Team teaching -Pair work	sentences using should or shouldn't.  Assessment:		
			-raii WUIK	Oral questions:		
				Written Exercises:		
						5 m

Home Assignment: WB page 103

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 3 ) SB Pages ( 48 and 49 ) WB page 104

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet	blog	-Discussion	Do you do voluntary work? Why? Presentation:	Teacher's preparation	15m
• To express facts,	-Student's book	charity	-Inductive	1- Work in pairs. Look at the photos. Can you guess how these people helped Amal?	book	
points of view, hopes		community	-Study circles	2- Listen to Amal, check your answers to		
and aspirations.	-Workbook	donate	Problem solving	Exercise 1 and complete the sentences.	Students'	
• To complete various types of	-Teacher's guide	Structures:	-Brainstorming	3- Complete the sentences. 4- Complete the sentences with who,	note	
listening	-Library		-Co- operative	which / that or where. 5- Ask and answer the questions in pairs.	books	4-
comprehension tasks	-Library	-I saw Ahmed in the park where we often	-learning	6- Read these extracts from the blogs of three teenagers and complete the	Ctdomtic!	15m
based on audio-visual	-Board	play football.	-Discovery	sentences.	Student's' activity	
information. • To skim grade-	-Cassette		-Role playing	7- Which charity work would you like to do? Why?	books	
appropriate text to get	-Flash cards		-Individual	WB 1- Read and match the words with their		
the general idea.  • To follow agreed			-Peer learning	meanings. 2-Read and correct the mistakes in the		
upon rules for			-Work groups	sentences.		
discussion up			-Team teaching	3- Complete the sentences with who, which/ that or where.		
to this age.			-Pair work	4-Now answer the questions in Exercise 3		
				using who, which/that or where. Assessment:		5m
				Oral questions		
				Written Exercises		

Home Assignment: WB page 104

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 4 ) SB Page ( 50 ) WB page 105

Day	Date	Period	Class

New vocabulary: act beggar servant boarding school princess owner cruel generous	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning	Warm up and revision: Do you like reading stories? Presentation: 1- Ask and answer the questions in pairs. Ask the students to look at question 1 and the picture. Ask what they think is happening (a girl is giving another girl something to eat) 2- Read part of A Little Princess and check your answers to Exercise 1 Ask the students to read the story summary and check their ideas. 3- Look at the words in bold in the text. Match the words and the definitions.	Teacher's preparation book  Students' note books	5m 15m
beggar servant boarding school princess owner cruel	-Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning	Presentation:  1- Ask and answer the questions in pairs.  Ask the students to look at question 1 and the picture. Ask what they think is happening (a girl is giving another girl something to eat)  2- Read part of A Little Princess and check your answers to Exercise 1.  - Ask the students to read the story summary and check their ideas.  3- Look at the words in bold in the text.	preparation book Students' note books	15m
servant boarding school princess owner guide cruel	-Study circles -Problem solving -Brainstorming -Co- operative -learning	Ask the students to look at question 1 and the picture. Ask what they think is happening (a girl is giving another girl something to eat)  2- Read part of A Little Princess and check your answers to Exercise 1.  - Ask the students to read the story summary and check their ideas.  3- Look at the words in bold in the text.	Students' note books	15m
owner cruel	-Brainstorming -Co- operative -learning	girl is giving another girl something to eat)  2- Read part of A Little Princess and check your answers to Exercise 1.  - Ask the students to read the story summary and check their ideas.  3- Look at the words in bold in the text.	note books	
guide cruel	-Co- operative	check your answers to Exercise 1.  - Ask the students to read the story summary and check their ideas.  3- Look at the words in bold in the text.	note books	
generous	-learning	summary and check their ideas.  3- Look at the words in bold in the text.		
	_			1
	-Discovery	4- Read the story again and answer the	Student's' activity	
	-Role playing	<ul><li><u>questions.</u></li><li><u>5- Work in groups of four and role-play</u></li></ul>	books	15m
s	-Individual	the story. WB		
	-Peer learning	1- Answer the questions.		
	-Work groups	2- Match the descriptions to the people in A Little Princess.		
	-Team teaching			
	-Pair work	4- Write the end of the story in your notebook. Write 80-90 words.  Assessment: Oral questions Written Exercises		5m
		-Team teaching	-Team teaching -Pair work  -Pa	-Team teaching -Pair work  -Pa

Home Assignment: WB Page ( 105

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

<u>Lesson (5) SB Page (51) WB page 106</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	businesswoman donation	-Discussion	How can famous people help their community?  Presentation:	Teacher's preparation	
• To read and respond		give away	-Inductive	1-Read and complete the newspaper	book	15m
to short explanatory	-Student's book	hundred	-Study circles	article about another kind person.  2- Read the article again and answer the		
texts. • To take notes from	-Workbook	million thousand	-Problem solving	questions. 3- Listen to Leila and Amal talking about	Students'	
short listening text.	-Teacher's guide	large	-Brainstorming	the article and answer the questions. 4-Listen again and put these expressions	note books	
• To react to a listening	19		-Co- operative	in the order that you hear them.	DOOKS	
text, giving opinion.	-Library		-learning	5- Work in groups of three. WB		
• To follow agreed upon rules for	-Board		-Discovery	1-Fareeda Rashwan gave two million pounds to charities. Match the words and	Student's' activity	
discussion up to this age.	-Cassette		-Role playing	these other large numbers.  2- Listen and write the numbers in words.	books	15m
• To express and ask	-Flash cards		-Individual	3- Complete the dialogue with these		
for opinion in a limited	-i iasii cai us		-Peer learning	words. 4- Listen and check your answers to		
way. • To complete various			-Work groups	Exercise 3, then role-play the dialogue. 5-Should all famous people work for a		
types of listening			-Team teaching	charity? Write a paragraph of about 90 words giving your opinion.		
comprehension tasks.			-Pair work	Assessment:		
				Oral questions		
				Written Exercises		5m

Home Assignment:. WB Page ( 106 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 6 ) SB Page ( 52 ) WB page 107

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		bridge	-Discussion	What jobs did you do at home today?	Teacher's	
• To ask and answer	-Internet	canteen		Presentation:	preparation book	15
such questions as who,	-Student's book	helpful	-Inductive	1- Read Hassan's blog and answer the questions.	BOOK	15m
what, where, when,		snow	-Study circles	- Ask the students to recall their three days of		
why, and how to	-Workbook	sunny	Problem solving	doing random acts of kindness for the project	Otrodonto'	
demonstrate			-Brainstorming	outlined on page 47.	Students' note	
understanding of key	-Teacher's guide			2-Read the blog again and complete the following information.	books	
details in a text.	-Library		-Co- operative	Ask the students to read the instructions and		
• To plan texts orally;	Library		-learning	information, and to look at the examples.	0, 1, 11, 1	
sequence and write texts with other	-Board		-Discovery	Ask them to find these words in the text and underline them.	Student's' activity	
children; read and talk			,	3- Write a blog post about the Random	books	15m
about their writing.	-Cassette		-Role playing	Acts of Kindness project.		
• To write a simple	-Flash cards		-Individual	WB		
narrative.	riasir caras		-Peer learning	1- Read and punctuate.		
Harract VC.			-Work groups	2- Put Fady's blog into the correct order.		
				3- Listen and check your answers. Circle the expressions for putting things in		
			-Team teaching	order.		
			-Pair work	4- Write a blog about how you could help		
				people in your community for a day. Assessment:		
				Oral questions		
				Written Exercises		5m

Home Assignment: WB page 107

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (7) SB Page (53) WB page 108</u>

Day	Date	Period	Class

<b>Objectives</b>	<b>Teaching Aids</b>	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	No new	-Discussion	Why should you help the poor?  Presentation:	Teacher's preparation	
<ul> <li>review and practise</li> </ul>		vocabulary	-Inductive	1- Complete the text with the words in the	book	15m
the vocabulary and structures of the unit	-Student's book	,	-Study circles	<b>box.</b> - Ask students to look at the words and		
siluctores of the offil	-Workbook		Problem solving	the example.	Students'	
	-Teacher's guide		-Brainstorming	2- Complete the dialogue with the correct form of have to.	note	
		<u>Structures:</u>	-Co- operative	1- Elicit the use of have to / don't have to	books	
	-Library		-learning	<ul><li>(for obligation / no obligation).</li><li>2- Students then complete the exercise in</li></ul>	Ct. do otiol	
	-Board		-Discovery	pairs.	Student's' activity	
	-Cassette		-Role playing	3- Reorder the words to make questions. Then ask and answer the questions in	books	15m
	-Flash cards	No	-Individual	pairs. 4- Choose who, which, that or where.		
	-riasn caras	new Structures	-Peer learning	5- Write about a time. WB		
			-Work groups	1-Take turn to describe these things to		
			-Team teaching	your partner. Your partner guesses the object.		
			-Pair work			
				3- Complete these questions with a		
				Assessment:		
						5m
				object. 2- Look at a typical school day for Dalia and write about her routine. 3- Complete these questions with a question word.		

Home Assignment: WB page 108

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 1 ) SB Pages ( 45 and 55 ) WB page 109

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	pollution canal	-Discussion	What do you know about climate change?  Presentation:	Teacher's preparation	
• To identify gist and	Ct. double be als	report	-Inductive	1- Listen to two reports on a radio news	book	15 m
main ideas in short	-Student's book	rubbish	-Study circles	programme for students. Which of the photos on page 54 are they talking about?		
listening texts.	-Workbook	seat	Problem solving	2- Listen again and circle the correct words.	Students'	
• To complete various types of	-Teacher's guide	warn flood	-Brainstorming	- Go through the sentences with the class	note	
listening	-Library	drought	-Co- operative	so they know what to listen for, and check understanding.	books	
comprehension tasks	-Library	Structures:	-learning	3- Complete the sentences with the		
based on audio-	-Board	The canal is dirtier	-Discovery	adjectives in the box to make comparatives.	Student's' activity	15 m
visual information.  • To describe and	-Cassette	and more polluted than ever before.	-Role playing	4- Work in pairs and compare the following. Use the adjectives in the box or	books	25
compare feelings,	-Flash cards	J	-Individual	your own ideas. WB		
people, places, actions,			-Peer learning	1- Complete the sentences.		
objects and events establishing			-Work groups	2- Read and correct the sentences. 3- Compare two objects.		
relationships.			-Team teaching	Assessment: Oral questions: -Written Exercises.		
• To write an opinion			-Pair work	·		
piece.						
						5 m

Home Assignment: WB page 109

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Lesson ( 2 ) SB Pages ( 56 and 57 ) WB page 110

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	Bar chart green energy	-Discussion	What do you know about Australia? <u>Presentation:</u>	Teacher's preparation	5 m
• To use context as a clue to the meaning	-Student's book	melt rainforest	-Inductive -Study circles	1- Work in pairs. What do you know about climate change? How is it changing the planet?	book	15 m
of a word or phrase.  • To ask and answer	-Workbook	temperature	Problem solving	2- Read the presentation. Does it talk about the problems you discussed in	Students'	
questions to demonstrate	-Teacher's guide		-Brainstorming -Co- operative	Exercise 1? 3- Read the presentation and look at the graphs again. Are these sentences true	note books	
understanding of a text.	-Library		-learning	(T) or false (F)? Correct the false sentences.		
• To ask questions to	-Board		-Discovery	4- Complete the sentences with as	Student's' activity	
clear up any confusion about the topics and	-Cassette		-Role playing	as and the words in brackets. WB	books	15 m
texts under discussion  • To explain orally	-Flash cards		-Individual -Peer learning	1- Match to make compound nouns. 2- Look at the graphs. Complete the sentences comparing the countries'		
verbal and non-verbal age appropriate texts.			-Work groups	weather with (not) as as and the words in brackets.		
• To participate in shared research and			-Team teaching -Pair work	3- Match to make sentences. 4- Answer the questions. Write full sentences.		
writing projects.				Assessment: Oral questions: Written Exercises:		5 m

Home Assignment: WB page 110

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 3 ) SB Pages ( 58 and 59 ) WB page 111

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet		-Discussion	Where is your home city located?  Presentation:	Teacher's preparation	15m
To determine the main		black honey cotton	-Inductive	1- Look at the photos and titles in the	book	
idea of a text and explain how it is supported	-Student's book	located	-Study circles	article below. Then ask and answer the questions in pairs.		
by key details i.e.	-Workbook	main	Problem solving	- Focus students' attention on the photo at the top and elicit that it shows cotton. Then	Students'	
summarise the text.	-Teacher's guide	Structures:	-Brainstorming	focus on the photos in the article and the	note	
• To ask and answer questions to demonstrate	-Library	-Many fish are	-Co- operative	name of the two cities, and then read the questions with the class.	books	15m
understanding of a text.	·	caught in the sea.	-learning	2- Work in pairs.	Student's'	13
• To plan, write and	-Board	edogiii iii iiie sed.	-Discovery	3- Ask and answer the questions in pairs. 4-Complete the sentences with the	activity	
sequence texts.	-Cassette		-Role playing	present simple passive form of the verbs in brackets.	books	
To gather information	-Flash cards		-Individual	5- Choose the correct verb.		
from provided sources to answer a question.			-Peer learning	6-Write a paragraph of about 90 words.  WB		
to answer a question.			-Work groups	1- Match the words with their meanings.		
			-Team teaching	2- Complete the table. 3- Correct the underlined verbs.		
			-Pair work	Assessment: Oral questions		Em
				Written Exercises		5m

Home Assignment:WB page 111

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 4 ) SB Page ( 60 ) WB page 112

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
<ul><li>students will be able to:</li><li>To use context as a</li></ul>	-Internet	damage	-Discussion	What's meant by green energy?  Presentation:	Teacher's preparation	
clue to the meaning of a	-Student's book	podcast protect	-Inductive	1-Work in small groups. Which word do you think is the odd one out? Why?	book	15m
word or phrase.  • To identify gist and		scuba diving	-Study circles	- Check students remember what the term		
main ideas in short	-Workbook		-Problem solving	odd one out means. Read the example with the class, and the reason why the camel is the	Students'	
listening texts.	-Teacher's guide	Structures:	-Brainstorming	odd one out.  2- Listen to the introduction to the	note books	
• To take notes from short listening texts.	-Library	-The North Hotel is	-Co- operative	podcast and choose the correct topic.	DOOKS	
• To react to a listening	·	located on a lovely beach.	-learning	3- Work in pairs and answer the question. 4- Listen to the podcast and check your	Student's'	
text, giving opinions.	-Board		-Discovery	answers to Exercise 3. 5- Listen again and complete the	activity	
	-Cassette		-Role playing	sentences with a word from the podcast. 6- Work in small groups. How could the	books	15m
	-Flash cards		-Individual	owners of a hotel near the Red Sea help		
			-Peer learning	the environment? - Go through the instructions and read the		
			-Work groups	example with the class.		
			-Team teaching	1-Choose the correct answer from a, b, c		
			-Pair work	or d. 2- Complete the text about three hotels.		
				3 Read the advertisement. Assessment:		
				Oral questions		5m
				Written Exercises		

Home Assignment: WB Page ( 112

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Lesson (5 ) SB Page (61) WB page 113

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	burn	-Discussion	Does your school produce plastic rubbish?  Presentation:	Teacher's preparation	
• To describe and	-Student's book	diagram reuse	-Inductive	1- Work in pairs. Talk about how to use less water and complete the diagram.	book	15m
compare feelings, people, places, actions,		solve	-Study circles	2- Put the dialogue into the correct order.		
objects and events	-Workbook	vote	-Problem solving	- Tell students that they are going to listen to two people discussing ways to save water.	Students'	
establishing	-Teacher's guide		-Brainstorming	Focus attention on the dialogue and point	note	
relationships.  • To plan, write and	-Library		-Co- operative	out that d is the first line of the dialogue. <b>3- Listen and check your answers.</b> - Point to the Remember! box and read it	books	
sequence texts.  • To gather	-Board		-learning -Discovery	with the class, checking understanding.  4- Ask and answer the questions below in	Student's' activity	
information from provided sources	-Cassette		-Role playing	<u>pairs.</u> <u>5- Work with a different partner.</u>	books	15m
to answer a question.	-Flash cards		-Individual	WB 1- Listen to Dina talking about her school		
• To identify gist and	. Idon da do		-Peer learning	and answer the questions.		
main ideas in short			-Work groups	2- Complete the dialogue. 3- Listen and check.		
listening texts			-Team teaching	4- Write a paragraph about how we can		
			-Pair work	recycle rubbish at school. Assessment:		
				Oral questions Written Exercises		
				Willen Exercises		5m

Home Assignment:. WB Page ( 113 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 6 ) SB Page ( 62 ) WB page 114

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:		aim	-Discussion	What do you know about recycling things?	Teacher's	
<ul> <li>To determine the</li> </ul>	-Internet	city centre		Presentation:	preparation book	
main idea of a text and	-Student's book	improve	-Inductive	1- Read, underline and correct the five mistakes in the article.	DOOK	15m
explain how it is	-Student's book	remind	-Study circles	Point to the photo in the article and explain		
supported by key	-Workbook	global	Problem solving	that it shows someone cleaning up rubbish		
details e.g. summarise		gas		from a riverbank.	Students'	
the text.	-Teacher's guide	riverbank	-Brainstorming	2-Read the article again and answer the	note	
<ul> <li>To ask and answer</li> </ul>		tonnes	-Co- operative	questions.	books	
questions to	-Library		-learning	Read the example with the class, then ask students to read the article again and write		
demonstrate			-learning	their answers to the questions, as in the	Student's'	
understanding of a text.	-Board		-Discovery	example.	activity	
• To write	-Cassette		-Role playing	3- Write a short report for a school	books	15m
informative/exploratory	-cassette			newspaper about something you or		
texts: introduce a topic,	-Flash cards		-Individual	someone at your school did to help the environment. It does not need to be real!.		
use simple facts and			-Peer learning	WB		
definitions to develop			-Work groups	1- Read, underline and correct the five		
points and provide a			Work groups	mistakes in the article.		
short concluding statement			-Team teaching	2-Read the article again and match the		
or section.			-Pair work	paragraphs 1-3 with the headings a-c.		
			-raii work	3- Write a paragraph about recycling at home.		
				Assessment:		
				Oral questions		
				Written Exercises		5m

Home Assignment:WB page 114

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



<u>Lesson (7) SB Page (63) WB page 115</u>

Day	Date	Period	Class

Director

<b>Objectives</b>	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	No new	-Discussion	Would you like to clean a polluted area around your school? Why?	Teacher's preparation	
• To review and use	-Student's book	vocabulary	-Inductive	Presentation: 1-Complete the sentences with the correct	book	15m
the vocabulary and structures of the	-Workbook		-Study circlesProblem solving	words. 2- Complete the sentences with the	0, , , ,	
unit. • To participate in	-Teacher's guide		-Brainstorming	correct form of the words in the box.  3- Complete these sentences with (not) as	Students' note	
shared research	-Library	Structures:	-Co- operative	+ adjective + as.  4- Work in pairs. Do you agree with the	books	
and writing projects.	-Board		-learning -Discovery	sentences in Exercise 3? Why/Why not?  5-Use the fact file and the verbs in the box	Student's' activity	
<ul> <li>To gather information from</li> </ul>	-Cassette		-Role playing	to make sentences in the present simple passive.	books	15m
provided sources to answer a	-Flash cards	No new	-Individual -Peer learning	WB		
question.		Structures	-Work groups	1- Choose the correct word. 2- Complete the sentences with a		
			-Team teaching	<ul><li>comparative or as</li><li>3- Choose the correct answer.</li><li>4- Read and correct the sentences.</li></ul>		
			-Pair work	5- Write a fact file about your city. Assessment:		
				Oral questions Written Exercises		
						5m

Home Assignment: WB page 115

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor



#### Review B

Lesson (1) SB Pages (64)

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	No new	-Discussion	What do you know historical places in Egypt?	Teacher's preparation	
<ul> <li>To identify gist and</li> </ul>		vocabulary	-Inductive	Presentation:	book	15 m
main ideas in short listening texts.	-Student's book	Vocabolary	-Study circles	1- Listen to the telephone conversation. What place is the teacher calling and		
• To complete various	-Workbook		Problem solving	why? 2 Listen again and complete the form.	Students'	
types of listening	-Teacher's guide		-Brainstorming	1- Focus students' attention on the form and	note	
comprehension tasks based on audio-visual	_		-Co- operative	elicit what type of information is missing in each gap, e.g. 2/3: times, 4/5: places, etc.	books	
information given in	-Library		-learning	2- Students listen and complete the form	04	
pictures, short stories and descriptions.	-Board		-Discovery	individually, then check in pairs.  3- Read the text quickly. Which objects	Student's' activity	15 m
• To determine the main	-Cassette		-Role playing	did Hamid see at the museum? 4 Read the text again. Are these	books	
idea of a text and explain how it is	-Flash cards		-Individual	sentences true (T) or false (F)? Correct		
supported by key details.	-i lasii cai us		-Peer learning	the false sentences.  5- Complete the sentences with as +		
			-Work groups	adjective + as or the comparative of the words in the box.		
			-Team teaching	Assessment:		
			-Pair work	Oral questions:		
				Written Exercises:		
						5 m

Home Assignment:SB page 64

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



#### Review B

<u>Lesson (2) SB Pages (65) WB pages 116 and 117</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	No	-Discussion	Do you like visiting ancient places?  Presentation:	Teacher's preparation	5 m
• To describe and		new vocabulary	-Inductive	1 -Work in pairs. Take turns to describe	book	
compare feelings,	-Student's book	vocabolary	-Study circles	the pictures and tell the story using the past simple and past continuous.		15 m
people, places, actions, objects and events	-Workbook		Problem solving	2- Complete the sentences about the story with who, where or which/that.	Students'	
establishing	-Teacher's guide		-Brainstorming	3- Make a list of beach rules using should, must/mustn't or have to.	note	
relationships.		Structures:	-Co- operative	4- Use the notes to write a short	books	
• To understand	-Library	Marana madhina	-learning	newspaper report in your notebook about		
everyday signs and notices.	-Board	- We are walking through an attractive park on a school trip.	-Discovery	how a school helped the community.  WB  1- Listen and match the three telephone	Student's' activity	
• To write a simple	-Cassette	park on a sonoor trip.	-Role playing	conversations 1-3 with the places the callers want to visit a-c.	books	15 m
<ul><li>narrative.</li><li>To gather information</li></ul>	-Flash cards		-Individual	2- Listen again and complete the		
from provided sources	Trasm caras	•	-Peer learning	sentences. 3- Choose the correct words.		
to answer a question.  • To use their			-Work groups	4- Read and complete the article. 5- Complete the sentences.		
knowledge of sight-			-Team teaching	6- Complete the sentences.		
words, letter patterns,			-Pair work	7- Complete the definitions. 8- Write a description of the map showing		
sounds and clues from				rainfall in Egypt.		
surrounding text.				Assessment: Oral questions:		
				Written Exercises:		5 m

Home Assignment: WB pages 116 and 117

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

